**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Measurement and Data (MD.1, MD.3)**  **The Envision Lesson: Measurement: Inches, Feet, and Yards** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| It might be helpful to have children work with partners to support each other while measuring.  Introduce the idea that “customary” means the units that are commonly used in the United States.  Materials needed for this lesson: 12-inch rulers for each child, yardsticks (for partners or small groups) | Inch  Foot  Yard  (customary) |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Problem of the Day, Spiral Review, Measurement Questions from Cumulative Reviews  Use the bridge, at teacher’s discretion. Consider turning off the volume and leading your discussion with your own questions, knowledge of students’ abilities, etc. The last frame of the bridge gives the class an opportunity to discuss estimating lengths. **Ask, “what is the estimated length of an eraser? Is this a good estimate? Why or why not?”**  Give the children time to explore the classroom with their rulers, looking for things that are about one-inch. Draw a picture of their object in Box 1 of the worksheet (pg 391) or in their math journals. Share their findings. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Write inch, foot, and yard on the board. **Ask, “What do you know about these vocabulary words?”** These are three units of measurement that we can use to measure **length**. **Ask, “When might it be important to know the length of something?”** 2. Explain the meaning of each word, show the length, and discuss the relationships between inches, feet, and yards. 3. Consider giving each child a strip of paper that is one yard long (butcher or adding machine tape). Have the children use their rulers to draw a one inch line. Label it “one inch”. Draw a one-foot line. Label it “one foot”. Draw the yard length and label it “one yard”. For children who are ready, challenge them to measure the 3 one-foot lengths and mark those on the yard line. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  “Work with a partner and find something in our classroom that is about one-foot long.” Share their findings with the class. **Ask, “What other objects can you think of that are about a foot?”** Draw that object in Box 2 of the worksheet or in the math journal.  “Work with a partner and find something in our classroom that is about one-yard long.” Share their findings with the class. Draw that object in Box 3 of the worksheet or in the math journal. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Guided Practice:  Discuss the three examples. Review what an inch, foot, and yard look like. The children have to picture the real object in their heads because the drawings on the worksheet are NOT to scale.  Do You Understand?  “Pair Share” – **“Is your height closer to 4 feet or 4 yards? How do you know?”**  If the teacher brings a measuring tape, it could actually be used to measure the children and show the class that they are close to four feet tall.  Independent Practice: | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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